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ABSTRACT

Over the past few decades, educators have witnessed a slowly growing but significant change in the way they approach their work. Professional curriculum debate now tends to be over procedures, not over what counts as legitimate knowledge. This book aims to reintegrate the ethical, personal, and political into curriculum discourse and decision making. Educators and policymakers need to think about education as being integrally connected to the cultural, political, and economic institutions of the larger society. Chapters include the following: (1) "Values and Politics in the Curriculum" (Landon E. Beyer and Michael W. Apple); (2) "The Effort to Reconstruct the Modern American Curriculum" (Herbert M. Kliebard); (3) "Conflict and Curriculum: The Efforts of American Socialists, 1900-1920" (Kenneth B. Teitelbaum); (4) "What Goes On in Classrooms? Is This the Way to Work It?" (Kenneth A. Sirotnik); (5) "Models of Curriculum Planning" (George J. Posner); (6) "Curriculum Planning and the State: The Dynamics of Control in Education" (Jennie L. Oakes); (7) "Curriculum and Knowledge Selection" (Philip W. Jackson); (8) "Curriculum Platforms and Literature" (Thomas S. Popkewitz); (9) "Democracy and the Curriculum" (George H. Wood); (10) "Curriculum and the Work of Teachers" (Gail McCutcheon); (11) "Teaching, Gender, and Curriculum" (Sara E. Freedman); (12) "Schooling for the Culture of Democracy" (Landon E. Beyer); (13) "Education, Technology, and the Military" (Douglas D. Noble); (14) "A Critical Analysis of Three Approaches to the Use of Computers in Education" (Michael J. Streibel); (15) "Teaching and Technology: The Hidden Effects of Computers on Teachers and Students" (Michael W. Apple); (16) "The Human Problems and Possibilities of Curriculum Evaluation" (George Willis); and (17) "Social Evaluation of Curriculum" (Michael W. Apple and Landon E. Beyer). Endnotes accompany each article; name and general indices are included. (LH)

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